DOCUMENT RESUME

ED 105 885 IR 001 918

AUTHOR Lewis, John
TITLE A Comparison of the 1960 Standards and 1972 Guidelines for Community College Libraries.
PUB DATE 27 Jan 75
NOTE 10p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; *Community Colleges; Guidelines; Instructional Materials Centers; *Junior College Libraries; *Library Standards

ABSTRACT

The history of efforts to establish standards for junior college libraries is outlined. The 1960 "Standards for Junior College Libraries" and the 1972 "Guidelines for Two Year College Learning Resources Programs" are broken down into 8 main subject areas and compared item by item. The 1972 guidelines are shown to be more general, avoiding quantitative measures. Changes are noted in the stated goals of the library and in the head librarian's control of the budget. (PF)

ED105885

A COMPARISON OF THE 1960 STANDARDS AND 1972 GUIDELINES FOR COMMUNITY COLLEGE LIBRARIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

John Lewis
Reference Librarian
Arizona State University

IR 001 918

January 27, 1975

TABLE OF CONTENTS

	Page
INTRODUCTION	1
HISTORY AND COMPARISON	1
SUMMARY	5
REFERENCES CITED	6

INTRODUCTION

In 1960, there were 453,617 students enrolled in community colleges for degree credit, whereas, there were 1,484,000 in degree programs in 1970 (Genung, 4:40). This increase in enrollment was one of the main reasons for the dramatic change in community colleges. As an integral part of two-year colleges, the library shifted during this period too. This paper traces the evolution of the community college library by examining and comparing the 1960 "Standards for Junior College Libraries" (1) and the 1972 "Guidelines for Two-Year College Learning Resources Programs" (5).

HISTORY AND COMPARISON

Efforts to establish standards for junior college libraries originated in 1930 (Tanis, 18:93). However, it took thirty years before the first definite document appeared ("The Preparation ..., 15:199). It was prepared by the Committee on Standards of the Association of College and Research Libraries and was approved by the American Library Association in January 1960. In contrast, the 1972 Guidelines were prepared by an ad hoc subcommittee of the Association of College and Research Libraries Committee on Standards with representation from the American Association of Junior Colleges. The final document was not approved by the board of ACRL until AAJC and the Association for Educational Communications and Technology approved it too (Genung, 4:54).

The methods of development and approval affected the content of the two documents. The effect is shown in their titles (i.e. "Standards for Junior College Libraries" (1) and "Guidelines for Two-Year College Learning Resources Programs" (5)). First, the word 'standard' as a criterion or absolute was replaced by the word 'guidelines' as a suggestion or description. Jordan (12) was one of the first of many persons who suggested the use of 'guidelines'. Second, the word 'library' was not included in the 1972 Guidelines. Instead, a new term 'learning resources' was used to designate the expanded function of the library.

The purpose of the 1960 Standards was to "provide a guide for the evaluation of libraries in American two-year colleges." (ALA ACRL Committee on Standards. 1:200) Many administrators, librarians, and other educators interpreted them as minimum standards which caused a good deal of criticism (Wallace, 20:224; Tanis, 17:230-231). On the other hand, the primary purpose of the Guidelines was to "give direction to the two-year colleges desiring to develop comprehensive Learning Resources Programs." ("Guidelines ..., 5:306).

The divisions of the two documents were fairly similar. Both documents addressed themselves to budgets, facilities, staff, organization, objectives, functions, collections, and services. The following column arrangement was chosen to increase the proximity of comparable important thoughts from each document.

1960 Standards	1972 Guidelines
I. Functions of the Library or Learning Resource Program	
1. provide resources needed to meet the curriculum	1. provide resources needed to meet instructional, institutional, and individual needs of students and faculty
2. bring strong intellectual stimulation to faculty and students	2. provide leadership and assistance in developing instructional systems
3. bring American heritage to students	3. encourage innovation, learning, and community service
4. instill an enthusiasm for great books	4. cooperate with other libraries
5. provide vocational and occupational materials for students and faculty	
II. Organization and Administration	
1. head librarian reports to president	1. head librarian reports to head of instructional program
2. head librarian is notified by budget officer when a change is made	2. head librarian prepares budget and has main control over it
3. head librarian has department head status	3. head librarian has same status as others with institution-wide responsibilities
	4. staff participates in management
III. Budget	
1. 5% of total educational and general budget	1. amount determined according to programs
2. allocated by head librarian	2. allocated by head librarian
IV. Staff	
1. minimum of 2 professional librarians for any college below 500 FTE students	1. adequate professional and supportive staff for the student body
2. professional librarians have faculty status, including rank and titles	2. professional librarians have status, benefits, and obligations
3. students can be used for a variety of tasks	3. students can be used for supportive work

V. Building

1. provide an agreeable work and study environment	1. provide study and work areas in agreement with institutional and instructional objectives
2. require a minimum of staff supervision	2. provide for a wide variety of learning situations
3. provide seating facilities for 25% of the total enrollment	3. provide space for full usage of special equipment

VI. Collection

1. provide a carefully selected collection of at least 20,000 volumes for any college below 1000 FTE	1. provide materials (i.e. written, recorded, and other materials) on the basis of institutional and instructional objectives
2. provide a well balanced periodical and newspaper list	2. maintain materials that reflect the student body
3. maintain a strong reference collection	3. maintain collections of pamphlets, government documents, newspapers, and reference material
4. maintain a collection of high quality audio-visual materials	

VII. Service

1. maintain statistical records to evaluate quality of service	1. provide services that users have a right to expect such as meeting demonstrated instructional needs and providing advice on instructional development
2. work with students and faculty to improve the services	2. satisfy requests for use of materials and equipment

VIII. Interagency Cooperation

1. borrow for the user material from other libraries	1. establish cooperative arrangements for sharing of resources
2. cooperate to make resources of all libraries available	2. enter into cooperative projects

The 1960 Standards was not a thoughtless document. The American Library Association, by publishing the unilateral Standards, was admonished by AACJA and AECT but, at least, these

Standards brought more attention to the learning centers. A few years after the Standards were published, one of the originators admitted that the Standards were "designed to fight this spirit of neglect or outright hostility." (Hirsch, 7:193) While the library was being debated, Tanis (16,18), Hirsch (8, 9), and Wheeler (21) were defending the Standards and demonstrating how they could be used constructively.

The 1972 Guidelines have not received as much post-publication publicity. In fact, only two articles (Gunselman, 6; Bock, 3) have appeared in education and library periodicals that comment about and use the Guidelines. In the opinion of the writer, there are three reasons for the apparent apathy. First, the tone of the Guidelines is insipid and appears as the watered-down version of the efforts of three influence-seeking organizations. Second, any use of the Guidelines is dependent on the existence of clear instructional and institutional objectives. Third, community college libraries are not in as dire straits as in 1960. Part of the credit for the better situation must go to the 1960 Standards.

SUMMARY

The 1972 Guidelines did not emphasize quantitative measures as the 1960 Standards did. The Guidelines did not describe the Learning Resources Center as a place where patrons go to be inspired or cultured but where patrons were connected to a variety of learning systems. The point of view of the Guidelines was from the community colleges' attempt to assist its users.

REFERENCES CITED

1. American Library Association. Association of College and Research Libraries. Committee on Standards. "Standards for Junior College Libraries," College and Research Libraries, XXI (May, 1960), 200-206.

2. American Library Association. Association of College and Research Libraries. Junior College Libraries Section. Standards and Criteria Committee. "Guidelines for Establishing Junior College Libraries," College and Research Libraries, XXIV (November, 1963), 501-505.

3. Bock, D. Joleen. "Community Colleges: Much More," Audio-visual Instruction, XVIII (March, 1973), 91.

4. Genung, Harriett, and James O. Wallace. "The Emergence of the Community College Library," Advances in Librarianship, ed. Melvin J. Voigt. Vol. III. New York: Seminar Press, 1972, pp. 29-81.

5. "Guidelines for Two-Year College Learning Resources Programs," College and Research Libraries News, No. 11 (December, 1972), 305-315.

6. Gunselman, Marshall. "The Community College Learning Resources Center: More than a Library," Peabody Journal of Education, LI (January, 1974), 84-89.

7. Hirsch, Felix. "Evaluation Trends," Library Trends, XIV (October, 1965), 191-202.

8. _____. "Goals for the Nineteen-Sixties: The Significance of the New A.L.A. Standards for Junior College Libraries," Junior College Journal, XXXI (November, 1960), 135-139.

9. _____. "How High Should We Aim?" ALA Bulletin, LV (February, 1961), 160-162.

10. _____. "New Horizons for Junior College Libraries," Library Journal, LXXXV (June 15, 1960), 2372-75.

11. Johnson, B. Lamar. "The New Junior College Library Standards," ALA Bulletin, LV (February, 1961), 155-160.

12. Jordan, Robert T. "Goals--Not Standards," ALA Bulletin, LV (June, 1961), 565-567.

13. Lombardi, John. "Accreditation: An Aid to Strengthening the Junior College Library," The Junior College Library, ed. B. Lamar Johnson. Occasional Report Number 8. Los Angeles: University of California, 1966, pp. 101-106.

14. McWhinney, W. Russell. "Library Needs in the Development of the New Campus," Junior College Libraries, ed. LeRoy Everett Moore. ACRL Monograph Number 30. Chicago: American Library Association, 1969, pp. 23-26.

15. "The Preparation of the Standards for Junior College Libraries," College and Research Libraries, XXI (May, 1960), 199.

16. Tanis, Norman Earl. "Act Now: Implementing the New Junior College Library Standards," Wilson Library Bulletin, XXXV (September, 1960), 60-61.

17. _____. "Junior College Libraries in the 1960's: Implementing the ALA Standards," Drexel Library Quarterly, II (July, 1966), 227-239.

18. _____. "Strengthening the Junior College Library: The Application of Standards," The Junior College Library, ed. B. Lamar Johnson. Occasional Report Number 8. Los Angeles: University of California, 1966, pp. 93-99.

19. _____, and Karl J. Jacobs. "Strengthening the College Library," Improving College and University Teaching, XII (Spring, 1964), 87-90.

20. Wallace, James O. "Two Year College Library Standards," Library Tends, XXI (October, 1972), 219-232.

21. Wheeler, Helen Rippier. The Community College Library: A Plan for Action. Hamden, Conn.: The Shoe String Press, Inc., 1965.